

DO-IT NEWS

Disabilities, Opportunities, Internetworking, and Technology • July 2022

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Meet the 2022 *Scholars*!

By Sheryl Burgstahler, DO-IT Director

This summer DO-IT will host its thirtieth annual Summer Study program for *DO-IT Scholars*, which again will be hosted online. So many things have continued to be different in the last year, continually changing, and though we have all been challenged, we have found many benefits to this growth in our online programs and abilities to connect with those across wider distances. Even though the delivery of our DO-IT Summer Study has been modified to make sure we are as inclusive and safe as possible, the main purpose of our program has not changed: DO-IT provides participants with opportunities to learn about postsecondary education, life on a college campus, challenging academic and career fields, networking, and technology, and we have fun along the way!



DO-IT Staff, DO-IT Ambassadors, Phase I, and Phase II Scholars all spent time last year talking about college life.

Primary funding for the *Scholars* program is provided by Washington State. To learn more, visit uw.edu/doit/programs/do-it-scholars.

I am pleased to introduce to you the 2022 *Scholars*:

Alexis attends Richland High School and will be participating in the Tri-Tech Veterinary program in the fall. She enjoys hanging out with her friends and writing. She has ADHD.

Arun (he/him) attends Nova High School in Seattle. He enjoys programming, writing, math, and visual arts. He is disabled.

Ashley is a rising junior in Snohomish County, Washington and enjoys music, art, sports, and English. She is looking forward to studying in college and seeing where her aptitudes and abilities take her as she meets the challenges of having cerebral palsy due to an early birth.

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Bella attends Ellensburg High School. She enjoys hanging out with her pets including a cat, dog, rabbit, lizard, goat, and duck. Her favorite subjects are math and Spanish. She has a learning disability.

Cameron attends Auburn Riverside High School where he enjoys studying electronics and computers. He has autism.

Chris attends Academy for Precision Learning in Seattle and will be a senior in the fall. He has autism, ADHD, and a learning disability. Chris is volunteering at the Museum of Flight this summer as a pavilion ambassador. He enjoys playing the piano and saxophone, and he loves sports.

Cosey Mo went to Port Townsend High School but recently moved to Port Angeles. She looks forward to joining the rowing club at her new school. She enjoys playing soccer, sewing, drawing fashion outfits, and walking with her dog Elwood. She has a learning disability and narcolepsy.

Ethan attends Battle Ground High School. He has ADHD. He enjoys music, puzzles, and building computers. He is also secretly three kick drums in a trench coat.

Francine has attended school in Washington for over 10 years including Shelton High School. She enjoys singing, swimming, dancing, bowling, and spending time with friends. She has autism.

Hannah attends Lakeside High School in Nine Mile Falls. She has autism. She enjoys creative writing and drama club. She hopes to write novels.

Jordan attends school in Washington State where he enjoys studying aerospace engineering and science. He plans on going to college to study these topics.

Kimo attends Lakes High School and hopes to study painting and engineering in college. Kimo enjoys drawing, painting, reading, and exercising. Kimo has autism.

Maddie attends Richland High School. She has ADHD, autism, and cerebral palsy. She enjoys piano, swimming, and crochet. She hopes to pursue a STEM field in college.

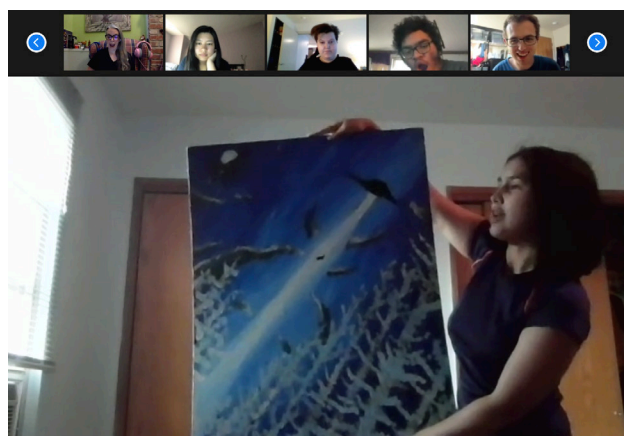
Malik attends school in Washington state. He has ADHD, hearing loss, and autism. He enjoys biking, watching videos, playing with his dog. He plans to pursue a career in writing.

Mark attends Richland High School. He has cerebral palsy, learning disabilities, ADHD, and autism. He hopes to be a history teacher or study medicine. He enjoys playing video games and swimming.

Oliver attends Juanita High School where he enjoys studying English and history. He enjoys piano, cooking, and listening to music. He has ADHD.

Oscar attends Issaquah High School. He has bilateral hearing loss. He enjoys running, biking, and learning new things. He would like to pursue a career in either astronomy or medicine. He loves geography too.

Sage attends Roosevelt High School. She enjoys cooking, art, hanging out with friends, and playing a variety of sports, including basketball, soccer, baseball, and tennis.



2021 Scholar Deliah shares her art during hobby night at Summer Study 2021.

DO-IT Japan

By Takeo Kondo, Director of DO-IT Japan

DO-IT Japan

Diversity,
Opportunities,
Internetworking &
Technology

DO-IT Japan will celebrate its 16th Summer Study in August 2022, after starting the project in 2007, modeled after DO-IT at the University of Washington. Each year, up to 10 scholars are selected and welcomed from all over Japan,

with a total of 130 Scholars currently a part of the DO-IT Japan community. Sixty Scholars have physical disabilities, 38 have autism, 26 have learning disabilities, 15 have visual impairments, 11 have attention-deficit/hyperactivity disorder, 9 have health-related disabilities, 7 are hard-of-hearing, 4 have a mental illness, 4 have cognitive disabilities, 2 have intellectual disabilities, and 5 fit into other categories; some Scholars fit into multiple categories. In addition, approximately 3,600 students and parents currently participate in our Outreach Program, in which DO-IT Japan delivers information to enrollees on the use of technology and other topics and conducts seminars several times a year.

Scholars are primarily high school students; in the beginning, DO-IT Japan welcomed only high school students as Scholars. However, since Japan did not have anti-discrimination laws at that time, students with disabilities had difficulties overcoming social barriers in the regular high school admissions process without reasonable accommodations. We wanted to be able to provide opportunities for students to participate in our program at an earlier age and learn to use technology in ways that fit their characteristics and learning styles, as well as support and advocate for their transition to middle school and high school. Therefore, we are currently providing a

program that allows students from third grade to participate in some of the Summer Study programs as special auditing students, and we now welcome some middle school students to participate fully in our program.

Subsequently, with the enactment of the anti-discrimination law in Japan in 2016, inclusion in schools has gradually improved. Inclusion in the public elementary school and university education system has improved a lot. However, inclusion in most junior high schools, high schools, and private schools still has a long way to go. In 2024, the anti-discrimination law will be revised, making it mandatory for private schools to provide reasonable accommodation. After that, we expect to see another big positive change.

The DO-IT Japan community has matured over the past 15 years. Senior Scholars who have grown up are supporting junior Scholars and participating in the management of the DO-IT Japan office. I was a visiting scholar at the DO-IT Center in Seattle from 2010 to 2011. During that time, I saw older Scholars working as staff and mentors. I had hoped that someday DO-IT Japan would do the same, and now, in fact, DO-IT Japan's activities are supported by young people with disabilities, which makes me very happy.

The 2020 and 2021 Summer Studies were conducted entirely online for COVID-19. DO-IT's Summer Studies allow students who are often isolated when they are in local schools around the country to meet their peers with disabilities and to experience college campuses and the new learning and values that are available there. While the online experience is valuable, this year's Summer Study will offer a limited, but exciting, opportunity to meet in person. We look forward to feeling the impact of these encounters again. We also look forward to a future where DO-IT USA and DO-IT Japan Scholars will be able to meet, transcending the national differences between Japan and the US.

Learn About Access to Informal STEM Learning

By Scott Bellman, DO-IT Staff

In March, the *Access to Informal STEM Learning (AccessISL)* project collaborated with the *NSF INCLUDES Alliance: The Alliance of Students with Disabilities for Inclusion, Networking, and Transition Opportunities in STEM (TAPDINTO-STEM)* to host an online event called the Access to Informal STEM Learning Capacity Building Institute (CBI). The proceedings are available at uw.edu/doit/access-informal-stem-learning-capacity-building-institute-2022.

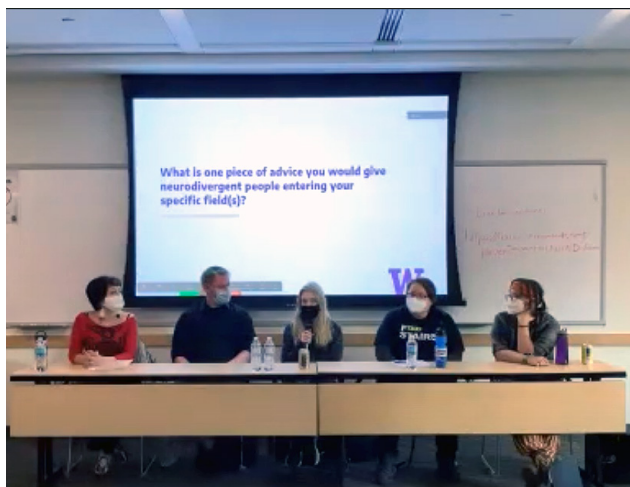
Presenters represented organizations from all across the United States, including the Intrepid Sea, Air, and Space Museum; the Riverside Art Museum; the Pacific Science Center, the Minneapolis Institute of Art, and the National Federation of the Blind.

At the event, attendees shared challenges and solutions regarding equitable access to ISL. They identified specific ways stakeholders can work together to increase universal design, accessibility, and systemic change as it relates to informal STEM learning.

“The vision is that museums can make the world a better place, and the power of museums lies in the role of the playing, learning, well-being, community-building, and social justice. Museum professionals are connectors and that means that inclusion is central to our work—inclusion for all,” said *AccessISL* co-PI Meena Selvakumar on the Museology Master of Arts Program’s core beliefs.



Students look at rocks in a geology classroom.



The panelists from the Get to Work event spoke about transitioning from college into the workplace.

Huskies for Neurodiversity

By Ben Raker, DO-IT Staff

University of Washington students now have their own organization dedicated to building awareness about neurodiversity and to destigmatizing diverse forms of brain functioning (such as those affected by attention deficit hyperactivity disorder, autism, dyslexia, and Tourette syndrome, among other conditions).

Huskies for Neurodiversity (HfN), founded by four undergraduate students in spring 2021, won a 2021 Husky Seed Fund award as an initiative to enhance the university’s inclusiveness, inventiveness, and impact. The group has pledged to “educate the UW community about neurodiversity, compile resources for neurodivergent students, and amplify the lived experience of neurodivergent people.”

HfN’s founders were inspired to launch when they saw a need to build stronger communities and more awareness of neurodiverse experiences at universities and beyond. “We were hoping to start the conversation on campus and provide a space for people to feel seen and heard as neurodivergent students,” says Tiara Schwarze-Taufiq, HfN’s outreach coordinator and a graduating senior at UW.

Through the 2021–22 academic year, HfN’s projects included collecting “lived experience” testimonials from neurodiverse community members, researching and writing articles on neurodiversity topics, and designing a website that will host these materials and serve as a platform for future content. The group expects the website to launch this summer.

In April, HfN organized and hosted the event “Huskies for Neurodiversity: Get to Work!” the first of what it hopes to be an annual series of panels that represent neurodiverse learner perspectives. The event—held on-campus, livestreamed, and shared via Zoom—had more than 50 attendees. Focused on the topic of transitioning from college into the workplace, the panel represented different work backgrounds and educational perspectives. Panelists’ neurodivergent identities included autism, dyslexia, and ADHD.

The panel discussed a range of subjects, including advantages of neurodiverse conditions in the workplace, overcoming challenges, disclosing disabilities, setting work expectations, and self-advocating. Questions came from the moderator, Schwarze-Taufiq, as well as from live and remote audience members, using online polls to select questions.

Building on the success of this event, the project continues to host less-formal social events, such as the one held in May. HfN’s leaders are looking toward the group’s future. They’re encouraged by more than 50 students who participated this year, and they hope to recruit new participants for 2022–23.

During HfN’s first year, the DO-IT Center provided staff support with technical assistance and event promotion. For more about HfN’s work or how to join, email buskies4neurodiverse@gmail.com. Watch a recording of the panel discussion online at www.youtube.com/watch?v=a3RSIHczMF0.



Stacy Branham, Amy J. Ko, and Jennifer Mankoff

Recent Awards Within the AccessComputing Community

By Richard Ladner, AccessComputing PI

Multiple members of the *AccessComputing* team have received awards already in 2022, including Co-PI Stacy Branham, senior staff Amy J. Ko, and partner Jennifer Mankoff.

AccessComputing Co-PI Stacy Branham has received two awards in 2022. She received the Celebration of Teaching, Digital Accessibility Innovator Award from the University of California, Irvine where she is an assistant professor. She also recently received the Virginia Tech Computer Science Early Career Alumni Award from her Ph.D. institution.

AccessComputing senior staff Amy J. Ko was chosen to join the SIGCHI Academy in 2022. The SIGCHI Academy is an honorary group of individuals who have made substantial contributions to the field of human-computer interaction.

AccessComputing partner Jennifer Mankoff, representing the Center for Research and Education on Accessible Technology and Experiences (CREATE), is the 2022 winner of the ACM SIGCHI Social Impact Award for promoting the application of human-computer interaction research to pressing social needs. This same award has been previously won by several others with *AccessComputing* connections, including Lillian Hayes, Jonathan Lazar, Jacob Wobbrock, and Richard Ladner.

DO-IT Director Helps Plan Five Conversational Webinars Around Accessibility in STEM

By Aditya Thakur, DO-IT Staff

DO-IT Director Sheryl Burgstahler recently worked on one of the National Academies of Sciences, Engineering, and Medicine's ad hoc planning committees to arrange and hold a series of talks about best practices for enhancing accessibility for individuals with disabilities in fields that do field and laboratory research. The following topics were discussed:

- Framing the discourse (for example, which disability should be the focus of these first discussions? What are the experiences of persons with various forms of impairments when it comes to field and laboratory work? What has changed since the epidemic of COVID-19? What are some of the most prevalent issues?)
- Eliminating barriers to full involvement in field and laboratory research by people with disabilities;
- Accommodations that are promising for expanding accessibility;
- Commonalities and variations among options for field and laboratory work that handle accessibility challenges;
- Individually successful approaches that can be scaled up into a generalizable practice;
- Mentoring or other support networks that have the potential to improve inclusion; and
- Leading sustainable practices and policies for accessibility and inclusion in field and laboratory science.

Learn more about the topics of each of the five webinars, as well as find links to the webinars and supporting keynote talks from the main presenters, at uw.edu/accesscomputing/accesscomputing-co-pi-helps-plan-five-conversational-webinars-around-accessibility-stem.

College and University Disability Services Staff: A Panel Q&A

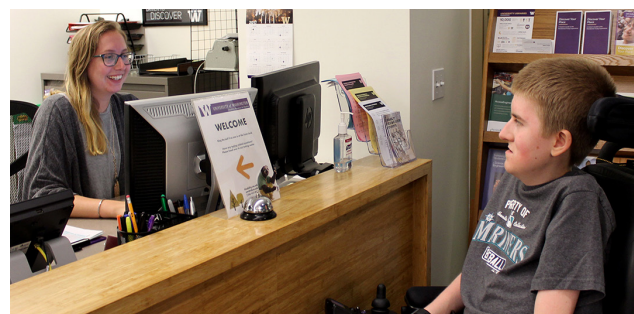
By Eric W. Trekell, DO-IT Staff

Disability Resources for Students offices can provide a wide variety of options, but sometimes students and faculty may need advice on the best way to access these resources.

This panel featured disability support staff and was moderated by DO-IT staff member Eric Trekell, who is also the former director of disability services (DS) at Everett Community College. It was held on Thursday, February 24th, online, and featured questions around student accommodations, advice for students talking to faculty, documentation, and other topics. Below are some examples:

- What do you wish students knew about asking for accommodations?
- What are good practices for students in how to approach faculty to talk about their disability and their accommodations?
- Can students meet with DS staff before they apply for your school?
- Can a student have an advocate or service provider at the meeting with DS staff?
- What advice would you give to a student who is heading into a research internship, either on their campus or on a different campus?

Read answers to all of these questions and learn more at uw.edu/doit/college-and-university-disability-services-staff-panel-qa.



Disability Support staff can make a big difference in helping students receive appropriate accommodations in all their classes.

NNL Featured in *Engage and Enable* Blog

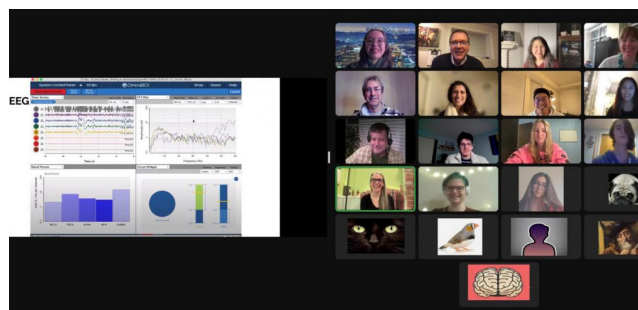
By Ben Raker and Scott Bellman, DO-IT Staff

Recently, DO-IT's *Neuroscience for Neurodiverse Learners* (NNL) hosted an event and was featured in an article at the UW Center for Neurotechnology's *Engage and Enable* blog.

The article, titled Increasing Diversity in STEM: CNT Students Encourage Neurodivergent High Schoolers to Explore Neuroscience, shared information about NNL's event, which featured short talks by five student researchers. The high school students in attendance, DO-IT students who identify as neurodivergent learners, displayed their interest and curiosity with insightful questions. Here is a brief excerpt from the article.

The event began with brief introductions by DO-IT's Tami Tidwell, an NNL leader who helps students navigate project opportunities and summer camp experiences. "When I think about neurodivergent learners in STEM, I think of a wide variety of strengths that differ from person to person, such as creativity, focus, and direct communication," shares Tidwell. "Too often, people make assumptions about what these students can and can't do well. One of our goals is to help students and educators understand the value that neurodivergent individuals bring to the classroom, the workplace and the world.

Read the article at centerforneurotech.uw.edu/engage-enable/post/increasing-diversity-stem-cnt-students-encourage-neurodivergent-high-schoolers.



A screenshot of NNL participants during a virtual presentation

June 2022 AccessAdvice

By Elaine Short, *AccessComputing* Co-PI

Starting last month, *AccessComputing* Co-PI Elaine Short started a new advice column on accessibility and disability issues called AccessAdvice. This column will run several times a year and invites participants to email in questions to accesscomp@uw.edu.

June's question asked this:

I am currently taking a semester of medical leave and am actively interviewing for internships. Is it okay not to disclose the fact that I'm on medical leave during my interviews? I never lie, and my graduation date is still the same, but I do not feel comfortable informing my interviewers of this. Any advice on how to proceed going forward? – I Never Lie

Read the answer at uw.edu/accesscomputing/resources/accesscomputing-news-june-2022/june-2022-accessadvice.

Exploring Computing and Information Sciences/Technology Research for Deaf and Hard-of-Hearing

By Raja Kushalnagar, *AccessComputing* Co-PI

On April 19, 2022, deaf and hard-of-hearing undergraduates in computing and technology fields came together for a virtual workshop about computing/technology research and applying to graduate school.

There were many interesting points raised throughout the workshop, including ways to regularly correspond with support services and get needed resources to navigate the rigors of graduate school, the importance of setting aside time to correspond with support services to arrange for accommodations, and the importance of building a strong network of friends and mentors for advice. Read more about this workshop online at bit.ly/comparticle7.

Check Out the Knowledge Base

By Sheryl Burgstahler, DO-IT Director

Since 2002, the DO-IT Center has maintained a searchable Knowledge Base of concise Questions and Answers, Case Studies, and Promising Practices with articles related to assistive technologies that allow people with disabilities to use computers, the design of accessible websites and documents, transition from college to careers, and a wide range of other topics of interest to DO-IT collaborators. There are over 850 articles included now and the Knowledge Base continues to grow. It can be accessed by selecting the “Knowledge Base” button at the top of uw.edu/doit.

An important feature of the Knowledge Base is that it is tailored to specific projects. For example, our *AccessADVANCE* project (funded by the National Science Foundation under grant # NSF award HRD-2017017, HRD-2017054) helps departments and institutions become more welcoming and accessible to women faculty with disabilities. From its home page at uw.edu/doit/programs/advance, if you select the Knowledge Base button, you will find over 200 articles of the master collection that are relevant to this effort.

We continually update articles and create new ones; for suggested edits to existing articles or to submit a draft of a new one, send an email to doit@uw.edu.



The Knowledge Base provides a plethora of resources that can be accessed at any time online.

About DO-IT

DO-IT (Disabilities, Opportunities, Internetworking, and Technology) serves to increase the successful participation of individuals with disabilities in challenging academic programs and careers, such as those in science, engineering, mathematics, and technology. Primary funding for DO-IT is provided by the National Science Foundation, the State of Washington, and the U.S. Department of Education.

For further information, to be placed on the DO-IT mailing list, request this newsletter or other materials in an alternate format, or make comments or suggestions about DO-IT publications or web pages, contact us at



DO-IT

DO-IT

University of Washington

Box 354842

Seattle, WA 98195-4842

doit@uw.edu

www.uw.edu/doit/

206-685-DOIT (3648) (voice/TTY)

888-972-DOIT (3648) (toll free voice/TTY)

509-328-9331 (voice/TTY) Spokane

206-221-4171 (fax)

Founder and Director: Sheryl Burgstahler, Ph.D.

Program Manager: Scott Bellman

DO-IT News Updates

For monthly news updates and past newsletters, visit uw.edu/doit/news