

Director's Digressions

by Sheryl Burgstahler

As our DO-IT Scholars become more well known, we receive questions from near and far about all aspects of the program. In this issue of DO-IT News I'll summarize the history and various stages of this award-winning

program for teens with disabilities. The DO-IT Scholars program, which began in 1993, was originally funded by the National Science Foundation (NSF) under three three-year grants (HRD#s 9255803, 9550003 9800324); during these nine years Scholars came from all over the country. To continue operation of the program after the use of NSF start-up funds, the State of Washington began funding the DO-IT Scholars program for Washington residents in 1998. The Boeing Company has also provided financial support to the Washington program for the last few years and other funding agencies have supported the involvement of several Scholars from other states.

The DO-IT Scholars program prepares high school students with disabilities for college and careers in science, engineering, technology, business, and other challenging fields. DO-IT Scholars:

- explore careers and the world of work.
- learn to select and use assistive technology.
- experience college life on the University of Washington campus during the summer.
- learn about reasonable accommodations at school and in the workplace.
- network with peers and working professionals with disabilities.
- gain prerequisite knowledge to enter and succeed in college and careers.

To reduce printing costs and yet still share exciting news from DO-IT, we provide a short print version and an expanded version online at <http://www.washington.edu/doi/Newsletters/Jan06/>. Contact DO-IT if you would like a printed copy of the expanded newsletter.

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Through a competitive application process, the DO-IT Advisory Board selects 20 new Scholars each year. Most are in their sophomore year of high school. The DO-IT Scholars program consists of three phases after which the DO-IT Scholars become DO-IT Ambassadors.

Phase I Scholars. Beginning with their acceptance date, Scholars are in Phase I. Phase I Scholars learn to use computers and the Internet to enrich their education and to explore careers. They communicate electronically from home using computers loaned to them by DO-IT and, if necessary, special assistive technology to enable their use. Frequent electronic communications and personal contacts bring Scholars together with DO-IT Mentors to facilitate academic, career, and personal achievements. Mentors are college students, faculty, and practicing professionals, many with disabilities themselves.

Summer Study I. During a two-week, live-in Summer Study at the University of Washington in Seattle, DO-IT Scholars participate in academic lectures and labs; live in residence halls; and practice skills which will help them to be independent and successful in a college setting. Once they have completed Summer Study I they become Phase II Scholars.

Phase II Scholars. Phase II Scholars are supported with information about college application procedures, entrance requirements, and additional tips and resources to help them prepare for their transition to college. DO-IT Scholars develop and practice communication and leadership skills by acting as peer mentors for incoming Phase I DO-IT Scholars. Communication occurs in-person during the Summer Study program and electronically throughout the year. Additionally, Phase II Scholars apply their interests, skills, and knowledge to design and complete independent and team projects with DO-IT Mentors and staff acting as resources.

Summer Study II. DO-IT Scholars return to the University of Washington campus for a one-week program. They work in small groups with a faculty member in a specific topic area and report to each other and the Phase I participants the results of their year-round project. Participants then become Phase III Scholars.

Phase III Scholars. This Phase continues until Scholars graduate from high school. After graduation they become DO-IT Ambassadors.

Summer Study III. Many Ambassadors return for their third summer as Summer Study Interns and/or participate in other exciting internship experiences coordinated by DO-IT staff.

Ambassadors. DO-IT Ambassadors help with program activities and continue to participate in electronic communications and mentor younger Scholars. DO-IT staff members work with participants to locate internships and other work-based learning opportunities.

A common question about the DO-IT Scholars program is, "When does it end?" The truth is that the Scholars program has a beginning but no ending. DO-IT Ambassadors continue to share their experiences with each other and the younger participants and support one another and DO-IT activities. Wherever they are, they contribute to making college programs, employment settings, and other aspects of adult life more accessible to individuals with disabilities similar to and different than their own. DO-IT Ambassadors are leaders in their generation. It's fun for all of us in the DO-IT community to get regular announcements of graduations, new jobs, travel experiences, marriages, and babies!



Goodbye, J.W.
by DO-IT Director,
Sheryl Burgstahler

I am sad to inform you that J.W. Herin, a '99 Scholar, has passed away. J.W. graduated from Big Bend Community College and had planned to continue at a four-year school. He loved using computers and was interested in a career in computer-aided design or video game programming. We will always remember J.W. as a serious student, a sports-enthusiast, and a video game pro. After one year of participation as a DO-IT Scholar he said "The thing I like most about DO-IT is that it gives me more of a feel for college life such as living in the dorms." He will be greatly missed.

Summer Study '05: What Do the Phase I Scholars Do?

DO-IT Phase I Scholars participate in a two-week, live-in Summer Study session on the University of Washington campus in Seattle, Washington. They learn about college life; surf the Internet; interact with peers, staff, and mentors; and have fun. Below, '05 Phase I Scholars share some of their experiences. Note that, reluctantly, articles were edited by DO-IT staff to make them short enough to include in this publication, and that most are found in the online version of this issue at <http://www.washington.edu/doit/Newsletters/jan06/>. Articles by previous Phase I Scholars can be found in earlier newsletters at <http://www.washington.edu/doit/Newsletters/>.

Interns: Give a Helping Hand
by Phase I Scholars, Jennifer and Kayla B.

On our way to DO-IT Summer Study, those of us who were Phase I Scholars did not know what to expect. We were nervous and unsure. Right away when we arrived, the interns made us feel welcome. They showed us to our rooms, talked with us and introduced us to other people in the program. This made it easier for us to get comfortable. The interns also helped the Phase I Scholars get to know the University of Washington campus. We followed the interns around as we went to dinner and to classes. Eventually, we got used to the campus and didn't need the interns all the time when moving throughout the area.

Without the help of the DO-IT interns at the beginning of Summer Study, we would have been lost. Help from the interns taught us how we can help Phase I Scholars when we are interns!



Get to the Heart of It
by Phase I Scholars, Daren and Hunter

Our group of Phase I Scholars got to the UW and got busy. We opened the Summer Study program by diving right in and dissecting a heart. Some were squeamish but most were excited. This aspect of biology is creepy to some students. Fascinating, definitely. The hearts we worked on belonged to pigs from a slaughterhouse; instead of wasting them, we used the hearts to better understand the

cardiovascular system. You might wonder, how would this activity affect students with disabilities?

People with learning disabilities had little problem with this session. However, there were some challenges involved in dissecting the heart for people who had mobility impairments that affected their hand motion. Thankfully, everyone had a partner to work with. We all gave the dissection our best shot. We took scissors, as in regular cutting scissors, and *cut open a vital organ!* Gah! What a great experience. Not everyday do you have an opportunity to see a heart and work on it.

This session also gave all of us a hint of what life science is all about. Who knows, maybe there is a future heart surgeon among us or others of us who are now more certain that we will stick to computer programming. Either way it got some of us out of our boxes and comfort zones. And you know what? It worked, and that's a good thing because trying new things will help all of us in the long run. So thank you DO-IT for this experience.

Lights and Lasers

by Phase I Scholars, Shavonne and Dulce

Lights, camera, laser! That's right, we said laser not action and that's just what we're writing about – the fantastic laser show at the Pacific Science Center. This trip took us to explore the world of science in a variety of ways, but the highlight was the laser show which took place to the smooth melodies of such Motown groups as the Temptations, Supremes, and The Jackson 5.

So what's a laser show like you ask? Picture a huge open room with nothing but a slanting carpet floor that everyone lies on to get a better view of the show above them. Once everyone finds their spot all the lights shut off and the room goes pitch black, perfect for the lasers to begin their work. The music, which this time was a Motown theme, starts, and then on come the lasers and the fun! For

our show they started with some basic monochrome lasers that bent and twisted in various ways; then things got a bit more creative with more colors and more tricky twisting of the lasers. The show reached its pinnacle when they did something resembling a laser music video to the Jackson 5's song, ABC. This was really cool and probably took a long time to create just right to fit the room. The laser show was definitely the highlight of the Pacific Science Center trip!

Risk-Taking at the Pacific Science Center

by Phase I Scholars, Eli and Jesse

On Saturday July 31st the Phase I Scholars went to the Pacific Science Center. One of the more interesting exhibits was about risk; specifically, the probabilities involved in risk. In this exhibit, you could play a mock game show for fictitious prizes, lie down on a bed of nails, and try to find a single black bead among a million other colors of beads. Tying in with this theme was the IMAX movie we saw: Adrenaline Rush: the Science of Risk. As the name implies, it is a movie about the risks some people will take just to get a good adrenaline rush, though it focused primarily on sky-diving and base-jumping.

As far as accessibility was concerned, there weren't many problems for people with learning disabilities. However, some of the exhibits where sound (or sight) is required were inaccessible for people who are deaf (or blind) and need to be altered to accommodate them.

The Value of Technology

by Phase I Scholar, Daman

Technology levels the playing field for people with disabilities, from education to careers to social opportunities. Starting early in elementary school, technology has been a vital tool in my life. I have used a laptop since second or third grade to complete homework assignments and for entertainment. I will show you how technology has changed my life and how it can change yours.

[See remainder of this article in the expanded version of DO-IT NEWS at <http://www.washington.edu/doit/Newsletters/Jan06/>.]

Overall, technology is vital for everyone, but especially people with disabilities. We need to know how to use technology to succeed in today's society. By getting started early, we can have the time to get the training and experience to succeed, not only in careers, but in education and social opportunities. If you start early working with technology, you will be able to get anywhere you want in your life. I hope you all have the opportunity to integrate technology into your life and/or someone else's life.

Summer Study '05: What Do the Phase II Scholars Do?

Phase II Scholars return to the University of Washington campus for their second Summer Study. They meet the Phase I Scholars as they participate in their first Summer Study, learn about college life and career preparation, and participate in a one-week workshop with postsecondary instructors. The following articles summarize one of the experiences of the 2005 Phase II Scholars. Others can be found in the online version of this issue at <http://www.washington.edu/doit/Newsletters/Jan06/>.

Curbcuts in Cyberspace

by Phase II Scholars, Ashley, Carrie, Tracy F., Blanca, Daniel H.

At DO-IT Summer Study we learned a lot about Web accessibility – making the Web more accessible for people who have disabilities, some using assistive technology. One of the types of assistive technology that we learned about is a “speaking browser” called Home Page Reader™. People who use Home

Page Reader™ are often people who have reading disabilities or visual impairments. We also learned that some people unable to use a mouse may just use the keyboard to navigate the Web using a variety of Web browsers, such as Internet Explorer™.

We had opportunities to see some accessibility issues with specific websites. For example, some titles looked like headings but were not. When using Home Page Reader™ that meant we couldn't “skim” the page. After we added the proper html code, we were able to “skim” by navigating through the headings. We wrote a report describing accessibility issues and suggested repairs for each one. There are some straightforward fixes that can easily make sites more accessible. We presented our findings to the managers of a website and they seemed very willing to take our suggestions back to the company.



Caravanning Through Code

by Phase II Scholars, Lukas, Maryann, Bud, Michael, Andrew B.

On Monday, August 1, 2005, a caravan consisting of three power chairs, three walkers, one hitchhiker, two dogs, and a skitcher headed off at 8:45 a.m. to the Paul G. Allen Center for Computer Science and Engineering on the UW-Seattle campus for a week full of pictures and math. The common bond between us, besides sharing a disability, was that we were heading off to the DO-IT Summer Study “Game of Life” workshop, headed by

UW professor, Dr. Richard Ladner. We kicked the week off by getting kicked out (we were so psyched about the Game of Life that we arrived too early!). After five minutes we were let back in and started our orientation, which consisted of demos in the Game of Life program.

Each student was assigned a UW Computer Science student to work with for three hours a day, every day, for the entire week. We studied and implemented a variety of image processing algorithms and different behaviors of cellular automata (cellular movement). Every one of us wrote code in Java! All but one of us hadn't written code at all before that week. All in all, the Game of Life workshop was filled with imagination, determination, and *c.setNext(c.NW.get())*.



2006 teachers and mentors at the Federal Aviation Administration. Front row on the left is FAA employee and DO-IT '98 Scholar, Marissa

Disability Mentoring Day Oct. 19, 2005
by DO-IT Staff, Scott Bellman

This year, 64 people in the Seattle area participated in Disability Mentoring Day (DMD). As part of DMD they visited employers to hear about the companies and to meet with mentors to learn about their careers.

Participants included nine college students, fifty-three high school students, and two job seekers with disabilities. They visited employers with diverse characteristics, including:

- Boeing;
- University of Washington;
- the Federal Aviation Administration (FAA);
- the National Oceanographic and Atmospheric Administration;
- Children's Hospital;
- North Seattle Community College;
- the Transportation Safety Administration;
- the Equal Employment Opportunity Commission; and
- Microsoft.

One of the teachers involved in DMD shared these comments when reflecting on her students' experiences:

"Our DMD Field Trip to the FAA was beneficial to all of my students. The primary benefit was that the students were able to see other disabled persons, not only at work, but at important jobs using a variety of skills and technology! The next benefit was that they were able to understand that many large employers have a number of careers available and that there are many options for them."



DO-IT Scholar Profile

by Andrew Lyon, '05 Scholar

As you may or may not know,
My disability is one that doesn't always show,
It is apart of me as I am aware,

Making my personality something rare,
For my disability is something I must work with,
It is definitely real, not a tall tale or Greek myth,

What I ask from you is to be mature,
Treat me with respect that is pure,
For my disability has no cure,
And that is a lot to endure,

So when you see someone with any type of
disability for that matter,
Try to embrace a healthy relationship instead
of letting it shatter,
Making both your & their life more complete,
Instead of filling it with misconceptions, as-
sumptions, & heat,
For as one learns to become more loving,
One can focus on getting through life with
communication instead of violence &
shoving,
Bringing the world together,
Into a resourceful community even in times of
bad weather.



DO-IT Staff Profile
by Charity Ranger

My name is Charity Ranger and I am a recent graduate of the UW. While a student, I worked part-time in the DO-IT office. Prior to coming to the University of Washing-

ton, I rarely left my hometown community of West Seattle. As far back as kindergarten I was described by a teacher as “a free spirit” when, during a kindergarten concert, I decided that rather than sing, it would be more fun to play on the banister and refused to join my classmates in singing a merry song.

As a student at the UW, I enjoyed going to classes and getting involved in activism. I have a double major in Communication and Diversity & Disability Studies, a major that I designed myself, a fact that I am FAR too proud of. I also started the University of Washington’s disability student group called Disability Advocacy Student Alliance (DASA).

At DO-IT, I stuffed envelopes, mailed out DO-IT information, answered the main phone line, and helped out with program activities. I am absolutely ecstatic about working with the wonderful people at DO-IT!



AccessSTEM Intern Completes NASA Internship!
by Carson Smith, '02 Scholar

The following excerpts are from email messages sent by Carson Smith, a University of Washington student with a learning disability who worked at the National Aeronautics and Space Administration in summer (2005). This internship opportunity was coordinated through DO-IT’s AccessSTEM project.

June 7: “Some people have asked me about where I applied to get the NASA internship. It is through a program called ENTRYPOINT at the American Association for the Advancement of Science (AAAS). I would strongly encourage you to apply if you are a college student and have an interest in a career in science or engineering.”

June 19: “It has been one week since I flew into New Orleans to start an 8-week internship at the Stennis Space Center in Mississippi. I’m living in New Orleans with three other guys, one of whom is also an intern. I’m working with Boeing engineers and technicians who have been contracted by NASA to test rocket engines. This first week has been a lot of fun. The plume of vapor is huge and produces heavy rain! Mainly this past week I have been meeting people and getting a feel for how everything fits together. One specific thing I did this week was to enter ultrasonic bolt measurements into a database. They keep track of every minute detail to the nth degree because even a small error can

spell disaster. Last night we went to Bourbon Street in downtown New Orleans- it was quite a site to see.”

June 23: “There are three different ‘test stands’, which are very large concrete structures that cradle the engines during testing. There are several teams who facilitate the testing process. The one I am assigned to is called ‘ground support and maintenance’. Their activities include making parts for maintenance purposes. We also do load testing to make sure the equipment can properly hold the engine. The test results came in yesterday and it was found there were several blowouts in the coolant tubing which lines the nozzle. Today I went over to check out the damage.”

July 3: “This week I worked on two different projects, one in the office and the other on the engine test stand. The office job involved tracking down and making a list of lapping tools. They are used to smooth down joints on the engine tubing. The engine we work on is called the Space Shuttle Main Engine (SSME). I have been trying to understand how it works. Looking at it’s blue print is kind of mind boggling. The other job I’m working on is on the test complex. What I am doing there is helping a mechanic take down a bunch of old tubing and components used on a project that is no longer in service. This internship is a unique chance for me to mix with really different people.”

July 27: “It was determined that a piece of foam that came off the shuttle’s main fuel tank about two minutes into flight was very serious. Had it come off earlier, they said, it could have caused fatal damage to the spacecraft. This is a major setback to NASA because they have been working very hard on this issue. Hopefully this problem can be fixed soon. The current mission is not in jeopardy as far as anyone knows, but we did have a close call.”

On August 9th, Space Shuttle Discovery returned safely to earth- shortly after Carson returned home from his internship. Carson left New Orleans two weeks before hurricane Katrina.

Why Participate in Work-Based Learning?

Work-based learning experiences can help you:

- *Clarify academic and career interests.*
- *Pay for your education and gain academic credit.*
- *Develop human relations skills through interaction with co-workers.*
- *Gain exposure to specialized facilities not available on campus.*
- *Develop job-search skills, resumes, and cover letters.*
- *Develop contacts for employment after graduation.*
- *Practice disclosing your disability and requesting accommodations.*

*For more information about the value of work-based learning, read the DO-IT publication *It’s Your Career: Work-Based Learning Opportunities for College Students with Disabilities at:* <http://www.washington.edu/doi/Brochures/Careers/worklearn.html>.*

Student Career Workshop at ACCESS Job Expo at Microsoft

by DO-IT Staff, Tami Tidwell

On November 1, 2005, high school juniors and seniors from as far as Wenatchee, Vancouver and Oak Harbor came with their teachers to Microsoft to attend the Student Career Workshop at the ACCESS Job Expo. The event included how to get and keep a job, as well as job tips from employers. A panel of employees with a variety of disabilities, varying levels of education, and different career stages shared their experiences and answered questions about education, securing employment, and job experiences. After the workshop, students got to put what they learned to the test by visiting over 50 exhibitor booths, including Starbucks, Nordstrom, and Safeway, at the ACCESS Job Expo.

According to Denise Bergstrom, a teacher from Mt. Rainier High School, her students talked about their experience for days. Many of them collected job applications for the first time and are expecting calls for interviews soon. Other students have used the tools they learned and the knowledge they gained to apply for positions at local businesses.

2005 DO-IT Trailblazer Awards

by DO-IT Staff, Sara Lopez

DO-IT Trailblazer awards highlight DO-IT community members who have forged new pathways which will benefit others. For this award we have selected individuals who, through their work and accomplishments, have changed the way the world views people with disabilities and their potential to succeed in challenging careers and activities. The 2005 recipients of the DO-IT Trailblazer awards are listed below [See remainder of this article in the expanded version of DO-IT NEWS at <http://www.washington.edu/doit/Newsletters/Jan06/>.]

Karen Braitmayer, Architect, DO-IT Mentor: For accomplishments as a business owner and in progressing accessibility efforts within the field the architecture.

Mylene Padolina, Microsoft Sr. Diversity Consultant, DO-IT Partner: For accomplishments in the integration of disability in the diversity efforts of businesses and programs encouraging youth to pursue high tech career fields.

Jessie Shulman, DO-IT Ambassador and '98 Scholar: For accomplishments in increasing access and support on the UW campus and providing a strong role model to students with invisible disabilities.

Suzanne Weghorst, Assistant Director for Research, UW Human Interface Technology Lab: For accomplishments in research and providing numerous opportunities for students with disabilities to explore the field of human interface technology.

Tech Tips: Are You Talking To Your Computer Again?

by DO-IT Staff, Terry Thompson

I'm writing this installment of Tech Tips while sitting in the airport waiting for a flight. The man sitting next to me says "The airport sure is crowded today." I agree with him, and then I realize he's not talking to me: He's talking on his wireless phone. As I glance around at my fellow travelers at the gate, I notice that over half are carrying on conversations, but none of these are with people next to them. Wireless phones have done much to reduce peoples' inhibitions about speaking openly in public. This leads me to wonder if someday people will be equally comfortable about operating their computers by voice, and verbally composing documents using speech recognition technology.

Speech recognition technology has been around for decades. Researchers in AT&T's Bell Labs began trying to get computers to transcribe human speech in 1936. The first company to release a commercial speech recognition product was Covox in 1982. That same year, Dragon Systems was founded by James and Janet Baker, two former IBM researchers who had been working on speech recognition at IBM. In 1990, they released Dragon Dictate™, the first large-vocabulary speech-to-text system for general-purpose dictation. Their primary market for Dragon Dictate™ was individuals with disabilities, particularly those with mobility impairments who otherwise had difficulty typing text into the computer. Since these early days, speech recognition has caught on in mainstream markets, and people with disabilities are rarely even mentioned in product marketing materials. Nevertheless, speech recognition technology can benefit people with limited use of their hands or limited dexterity, people with repetitive stress injuries such as carpal tunnel syndrome, and people with learning disabilities who have difficulty writing. It allows people to speak naturally, and transcribes what they say, or at least, what it thinks they say.

Accuracy and ease-of-use are the greatest obstacles to speech recognition being a perfect solution for everyone. Speech recognition products make mistakes—you say “It’s right for us”, and “his arthritis” appears on the screen. Fortunately, speech recognition products can be trained to understand their users’ pronunciation. I have personally known people with severely compromised speech who have successfully trained their computers to understand them, but it required extraordinary patience and time.

To be a successful user of speech recognition, you need to be able to identify when the computer has made a mistake, and you have to correct it. Otherwise its mistake gets reinforced, and it learns incorrectly. Think of speech recognition as an infant - it’s preprogrammed to understand language, but doesn’t understand anything yet, and won’t understand anything until its parent (you) works with it, teaches it, and corrects its mistakes.

With each new version, speech recognition products become more accurate. Given the potential consumer market for speech recognition, and the potential boost to productivity (we speak 150 words per minute - very few people can type that fast), the federal government and many private companies are dedicating extensive time and money to continued research and development. Someday, everyone will be talking to their computers, and their computers will understand them, or will be intelligent enough to ask for clarification.

Until then, we still have to put in considerable time and effort to get speech recognition products to work for us, but doing so can save considerable time in the end, and allow many individuals with disabilities to create documents much more quickly than they otherwise could.

[See remainder of this article in the expanded version of DO-IT NEWS at <http://www.washington.edu/doit/Newsletters/Jan06/>.]



The Thread—Practicing Problem Solving by Sheryl Burgstahler, DO-IT Director

A DO-IT Ambassador recently posed the following question within our Internet discussion forum. I will share with you some of the responses so that you can get the flavor of the many rich conversations the DO-IT community has online.

Should students be expected to take long examinations in one sitting? A few days ago, I took an accounting examination in the disability resource center that was 47 questions long. After about 3 to 3.5 hours, I started losing concentration and reached the point where I could not complete the examination. Should I be expected to take long tests in 1 sitting? What are your viewpoints on this?

DO-IT Ambassador: *I think you should be given as many sittings as other students. So if they get only one sitting you should too. More than one could give you an unfair advantage. But perhaps you need to look into why the test is taking you that long.*

DO-IT Ambassador (who posted original question): *The main reason my examinations take so long is that in accounting my examinations usually require me to perform calculations. The tests contain a lot of multiple-choice questions. I use my portable PC to do the calculations. It’s equipped with both ExcelTM and Windows CalculatorTM.*

For a multi-step problem I like to use Excel™ to perform the calculations for two reasons:

- 1. It allows me to check my work and see what steps I have already taken.*
- 2. I can edit my formulas and reduce the chances that I will have to start the problem all over again.*

Even with all those features, all too frequently, my calculations don't match the answers I have to choose from. Sometimes, it takes me several tries to determine where I am making my mistake.

DO-IT Mentor: *It seems that the fact that your answers don't match the choices is not a disability-related problem, but one that every student could run into. Traditionally, a common reasonable accommodation is for the student with a disability to be given twice the amount of time the other students get. If you need even more time than that, you might reconsider whether you are using the most efficient method.*

DO-IT Mentor: *The fundamental question you have to ask and answer is whether or not you're taking longer on the test is a direct result of your disability and is something that can be reasonably accommodated. You'd want to prove that your accommodation is resolving a problem created by your disability and is not artificially compensating for a lack of knowledge to answer the questions.*

The second thought I had was on test taking strategies. Sometimes with multiple choice tests, it is not necessary to work out every answer down to the last digit. Often, by estimating, looking at orders of magnitude, or the units that answers are presented in, the answer can be found without completing all of the calculations. If the professor is presenting some questions in multiple choice format rather than asking you to show your work and present all of the steps of your calculations, he or she may be expecting you to use more general knowledge of accounting to determine the correct answer. It might be helpful to discuss this with the professor or the TA [teaching assistant] and get some advice on test taking strategies.

[See the remainder of this dialog in the expanded version of DO-IT NEWS at <http://www.washington.edu.doit.Newletters/Jan06/>.]

The Browser: Calendar of Events

*For a schedule of conferences of interest to our readers, go to
<http://www.washington.edu/doit/Newsletters/calendar.html>*

SUPPORT DO-IT: How Can You DO-IT?

- Sign me up to receive copies of *DO-IT NEWS*, a free program newsletter.
- Send me more information about DO-IT volunteer opportunities.

I would like to make a donation to support DO-IT activities.

- I have enclosed a check for \$_____ (*for unrestricted use by DO-IT*)
- Please charge \$_____ to my credit card.
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Thank you!

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