New page for cognitive and learning disabilities:

📄 Cognitive and Learning Disabilities — Adjusted to fit EO template

Drafted, meetings scheduled to edit on March 10 and March 17, aiming to finish by end of March.

Issue on Github: https://github.com/w3c/wai-people-use-web/issues/226

Review of:

- How People with Disabilities Use the Web overview page
- Stories of Web Users overview page
- Diverse Abilities and Barriers
- Tools and Techniques

In addition, please review the following profiles of the users – schedule joint meetings for each one, and perhaps to write a few more or use a few more from Content Usable.

- Blair, autistic data entry clerk
  - Please generally go through and make sure that the terms used are clinically accurate, and that the way the needs are framed is respectful, non-judgemental. How can everything be reframed to be positive instead of focusing on all the things he cannot do? Keep in mind that these stories are about adults, not children.
    - **Really clarify that autism is a broad spectrum and this only represents one story and set of needs!!!**
  - We really want to overcome the image of a 30 year old child.
  - Focus more on how they need to adapt to a world that isn't for them, rather than looking at the individual as broken.
  - non-speaking autism?
    - Should be "non-verbal" but also not "non-verbal autism," rather "autistic and non-verbal" because they are correlated, not the same or one
  - "They still have some problems with language, however, especially when experiencing anxiety" – feels judgemental. Instead, "they still experience barriers with language…"
  - Metaphors can be easy to understand if it is part of their contextual experience and used consistently.
  - For example, why is it relevant that Blair's parents help with cooking and cleaning? What does that have to do with web use? A bit offensive? Feeds into stereotypes?
    - If relevant, "Blair often needs assistance with…" rather than something that feels patronizing. Or maybe "has assistance sometimes." Or find a way to be positive and say something like, "has supportive parents"

- ○ Missing a lot of barriers, such as sensory overload, implied content, lack of rules or inconsistent rules (like icons that change meaning), breaks in established patterns, etc.
  - ○ Overall we feel this is not very helpful. Not empowering or making him important to the web content developer
  - ○ Assistive strategies and tool: back button after mistakes, , focus tool, do not disturb and turn off notifications for scenery overload . fidget strategies – ensuring that it is easy to undo accidental errors, and to notice and correct errors that you don't realize you've done (reset opportunities), and that the system won't respond unexpectedly to user actions that are not intentional
  - ○ Adaptive technology and adaptive strategies that recognize the individual, their needs, and their own modes throughout the day can be huge (considering that this is a spectrum and the individual's needs can shift throughout the day)
  - ○ Add making content usable at the tiop pto related WAI resources
  - ○ Barries (for all persona for coga)
  - ○ Tips should be to making content useable as they are much more helpful then wcag (for all persona for coga)
- ● [Ilya, senior staff member who is blind](#)
  - ○ This only touches on blindness. Why is she senior? If adding "senior" to the title, then we need to include some of the learning and memory barriers that may be experienced.
  - ○ We are realizing maybe she's not a "senior" – so this may just be a point of clarity.
  - ○ And what a contrast between Ilya and Blair! Example: one of our members is a "senior interaction designer" and is autistic :) And there is a high percentage of dyslexic CEOs
- ● [Luis, basketball fan with Down syndrome](#)
  - ○ Great to have a hobby and personality, but there are so many individuals with Down Syndrome who have jobs, who are microbusiness owners, etc. Can we move beyond the stereotype? Maybe he loves to take his kids to basketball games? He is an entrepreneur selling basketball memorabilia.
    - ■ This makes him a power fan, a father, a real person.
    - ■ Able to say "to run his business, as well as day to day tasks such as" to really ensure that people understand that Luis matters
    - ■ No longer just "keen to get a job," he is running a business and taking care of his family.
  - ○ "Mild to moderate cognitive delay" – need to find the correct technical term, which would be mild to moderate intellectual disability (avoid the word "impairment" here). "Developmental delays" are used in childhood for tracking children against norm-referenced group.
    - ■ "Luis loves running his business online, but the jargon sometimes makes this difficult because…."
    - ■ Navigating a page with headings with icons is most helpful
    - ■ Good use of white space

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            - Uses the web to give information about health, safety and facilities for him and his children – plain language is super important with clear induction. His kids get in trouble wehen they come at thre wrong time, or incorrect items because the instructions were confucing
        - "Mostly uses the web on his mobile device" – add maybe prefers to use it on the mobile device because it is more usable. There is less information on the page. Prefers to access the internet on mobile device because it is more focused and more usable. And also always on the move.
        - Same notes as on other personas regarding barriers and links. Please cross reference with Content Usable.
        - Icons are essential for him - part of why he likes mobile
            - "Really loves icons"
        - Barriers, as written, are confusing. The Breadcrumb Trails, Plain Language, titles, etc. are positives. Maybe the title "barriers" should be "helpful strategies". Also, again, can you point to making content useable?
        - Links in "assistive technology" are confusing. What are they doing, and where are they going?
        - https://deploy-preview-113--wai-people-use-web.netlify.app/people-use-web/tools-techniques-presentation/#blockers what is this page3?????
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- [Martine, older adult student who is hard of hearing](#)
- [Preety, middle school student with attention deficit hyperactivity disorder and dyslexia](#)
- [Yun, retiree with low vision, hand tremor, and mild short-term memory loss](#)
    - Yun's current story does not address the memory issues in a meaningful way