

COGA requests for EO's revised personas

Background:

In response to COGA's feedback, EO significantly revised the personas for How People with Disabilities Use the Web.

Purpose of this new document:

To provide very specific feedback, with COGA detailing how and why certain words/phrases/sentences need to be changed.

How we'll deliver this feedback:

EO requested that COGA consolidate our feedback and submit each issue via Github.

Ian, data entry clerk with autism

<https://deploy-preview-113--wai-people-use-web.netlify.app/people-use-web/user-stories-two/>

Story element	Current EO wording, as of Sept 13	COGA reasoning
Story title	Ian, data entry clerk data scientist with autism	Julie: Change job to avoid reinforcing stereotype that people with cognitive disabilities are only capable of low-level work.
About Ian		
Pullquote	<i>"I find it hard to focus on busy pages. For example, lots of animations and videos, particularly ones that start without me doing anything."</i>	Is this a relevant quote? Sounds more like ADHD?
1st paragraph	Ian is autistic. His autism was identified at an early age because of delays in speech development. Ian received a lot of early childhood support, which	

	helped him develop language and social skills. However, he still experiences some barriers with verbal communication, especially when experiencing anxiety.	
2nd paragraph	Ian works part-time as a data entry-clerk scientist. Working with a computer is easy for Ian, although software updates to the data-entry application can cause him problems if there are significant changes to the interface. This can cause feelings of anxiety for Ian if he doesn't know the change is coming and given time to adapt understand what has changed and isn't given time to adapt before he needs to start using it, such as joining a teleconference and discovering the teleconference tool has changed overnight . It can also be difficult for Ian if someone asks for some work that causes him to use parts of the system that he is not as familiar with. It is important that systems use a consistent layout and navigation.	Julie: Remove “part-time” to avoid reinforcing the stereotypes that people with cognitive disabilities are only capable of low-level or part-time work. Julie: Emphasize Ian's confusion about how to navigate a new system. “Time to adapt” is actually time to understand what has changed and how to use it. This is a universal frustration, by the way—not specific to autism,
3rd paragraph	Ian finds interacting with colleagues via email easy. He has worked with his team to help them appreciate how using plain language and not introducing new metaphors can help him avoid using metaphors like “up our game” and “build the plane while we're flying the plane.” Many have said they also prefer less corporate jargon as well.	Focus this paragraph on a specific aspect of clear language: literal vs non-literal language.
4th paragraph	In his free time, Ian has his own living space in his parent's home, including his own kitchen. He has been learning how to cook using online videos. However, vague language, metaphors, and implied content in some of the videos makes them hard to understand. He finds straightforward, practical, step-by-step videos really helpful.	There is no reason to include a detail about living in his parent's home, as this may reinforce stereotypes that people with cognitive disabilities cannot live independently.
5th paragraph	Some of the cooking sites Ian uses have a lot of adverts on them with flashy	We are suggesting changes in these two sentences to help

	banners and video, which can be distracting can lead to sensory overload. This is particularly bad-triggering if there is audio as well, especially if Ian can't control it the volume easily. It is best when websites don't automatically play audio and video adverts, or at least let Ian control them.	describe challenges that are more associated with autism than with, say, ADHD.
Barrier examples		
1st barrier	Non-literal text barrier Problem: "I have difficulty understanding metaphors, acronyms, abbreviations, and words that aren't used in their literal sense." Works well: "Websites that spell everything out and don't use metaphors are easier for me to understand."	Julie global comment for the "Barrier examples" section: For each barrier example: - Remove the word "barrier" to avoid unnecessary wordiness. - Rephrase so the example is negative - For example: "Complex language" is a barrier vs "Plain language barrier," which puts "barrier" after the solution to the barrier.
2nd barrier	Complex Plain language barrier Problem: "Sites that use "fancy" language or long sentences to describe a simple concept are hard to understand." Works well: "I'm better at understanding the content when the authors just use plain language and simple sentences."	Julie question: Is this example highly relevant to people with autism? I dont think it is for high functioning autism like ian. Stucture and multiple tabs .
3rd barrier	Inconsistent Consistent layout and navigation barrier Problem: "I get confused when I go to a different page on a website and the layout and navigation aren't the same."	

	Works well: “When there is a consistent “look” to the pages on a site, I can learn where things are.”	
4th barrier	Unclear Heading structure barrier • Problem: “Long pages that are not broken up into sections are hard to read and understand.” • Works well: “Descriptive headings that are styled like an outline help me to find what I want and better understand the content.”	
5th barrier	Moving or blinking content barrier • Problem: “Moving or blinking content is distracting and I can’t remember what I wanted to do. • Works well: It’s best when sites don’t use moving or blinking content but if they do, let me turn it off.”	
Assistive technologies and adaptive strategies used		
	• Pop-up and animation blockers (Presentation) • Reading assistants (Presentation) • Volume control (Presentation) • Spelling and grammar tools (Input) • Word prediction (Input)	Julie question: Are these the right examples for Ian? Three of the five examples are about reading/spelling/word prediction? Agree with Julie.

Related WAI resources		
	• Use case: Amy: An Autistic Computer Scientist • Video: Understandable Content • Tip: Use headings to convey meaning and structure • Tip: Make link text meaningful • Tip: Provide clear instructions • Tip: Keep content clear and concise • Tip: Ensure that interactive elements are easy to identify • Tip: Provide clear and consistent navigation options • Tip: Provide easily identifiable feedback • Tip: Help users avoid and correct mistakes • Check: Headings • Check: Forms, labels, and errors	Julie: The first link is to a COGA user story, yay!
Related principles		
	• Content can be presented in different ways (Perceivable) • Content is easier to see and hear (Perceivable) • Users can easily navigate, find content, and determine where they are (Operable) • Content does not cause seizures and physical reactions (Operable) • Text is readable and understandable (Understandable) • Content appears and operates in predictable ways (Understandable)	