# Feedback on the Education and Outreach Working Group's Draft *Stories of Web Users*

<mark>Important: Feedback submitted after October 21st at 11:59pm EST may not be taken into consideration.</mark>

Contextual Note : There are 8 stories 1 is clearly on a 13 year old child (Preety), another is on a child in senior year (17-18). All other 6 stories represent adults. We were asked to provide feedback on the Preety story.

Note: Much of this feedback stems from group discussions, but it has not all been reviewed by the full group. Some of the feedback represents individual contributions.

## Email History

**From:** Maud Stiernet <maud_stiernet@yahoo.com>

**Sent:** Tuesday, October 18, 2022 2:05 PM

**To:** shawn@w3.org

**Cc:** Shadi Abou-Zahra <sabouzah@amazon.at>; EOWG Chairs (group) <group-eo-chairs@w3.org>; Kevin White <kevin.white@gov.scot>; maud.stiernet@alittleliningcomes.com; Kinney, Kris Anne <kakinney@ets.org>; Suzanne Taylor <suzanne.taylor@thingsentertainment.net>

**Subject:** Re: WAI user story (persona) of child with ADHD

Dear Shawn/ all,

The CG on Accessibility for Children discussed the user stories for children in its latest meeting and we wanted to take some time for thorough feedback but understand there is a tight deadline for the project.

Please find 6 quick suggestions below, based on our group discussions, the priorities we set as a group in earlier meetings and the two documents produced by our CG:

FAQ - approved by our CG

White Paper - work in progress

**The following comments have not been reviewed by our community group**, as we planned a second meeting on October 27th to finalize.

I also wanted to thank you again for contacting us.

The members of our community group are motivated to give input on similar projects in the future but we try to involve a maximum of members and sometimes we need more than one meeting to finalize.

Thanks a lot for your understanding and looking forward to exchanging in the future,

Maud

1. When possible, refer to the needs of the child instead of diagnosis which might take a lot of time, and may not be finalized by 13, especially in low-resource environments.

We try to base our work on functional needs instead of a diagnosis so that more children can be helped.

Consider adding *"I need some help to get adapted reading strategies and tools to help focus and stay motivated on tasks"*

2. In order to include evolving needs and 'the active 'part of accessibility. Would it be possible to mention writing/expression? (as most tasks described in the script involve reading). This is also the first of 6 key categories of needs of children with disabilities defined by the Community Group on Accessibility for Children: Functional needs change rapidly for children.

Consider adding: *"I am also asking for useful tools to write my own texts or diary, and assessments. This year, I learned about effective notetaking and I need to look for new tools to fulfill my new tasks"*

3. Online search is a very important activity for teens in education, and it grows over time:

Consider adding *'And I keep getting more online research assignments every year'.*

Research reference:

"2 in 5 children use the internet for information seeking at least once a week (such as learning something new, looking for news, health information, etc.);" "Data from the US (Rideout & Robb, 2019) equally show that around 3 in 10 tweens and nearly 6 in 10 teens use digital media daily for homework" "almost half of tweens and teens use some form of digital gaming daily" [Predictors of children's and young people's digital](#)

[engagement in informational, communication, and entertainment activities: findings from ten European countries](#)

4. Protection is a very important topic to the accessibility for children community group. Many international organizations are working on it and creating resources.

What is very important is to insist that those resources, legislations, tools etc are designed to be accessible for children and families. This is not always the case now (or partially) and there is a high need for accessible means of protection and privacy for children and for children with specific needs to be included in those projects.

Adding something to the script would mean that Preety would be self-aware of her need for protection and this is not always the case for the children she represents. The following study : [Life Online for children with SEND](#)

As legislations are very different internationally, we recommend mentioning the international International Standards on Child -appropriate design

[https://standards.ieee.org/news/2021/ieee-2089/](https://standards.ieee.org/news/2021/ieee-2089/)

Here is the direct link for consultation:
[https://app.box.com/s/regblshniri7v7e3ehr8fnz5nnwxdp4d](https://app.box.com/s/regblshniri7v7e3ehr8fnz5nnwxdp4d)

The standard has a paragraph on accessibility.

5. For all stories mentioning education levels, please consider using the International Standards Classification of Education

[Unesco isced Standards 2011](#) (this might be useful for the Noor story?)

6. -For information- Please find some statistics we mentioned in our White Paper to support the relevance of having children represented in online accessibility user videos.

· "At the global level, it has been estimated that already one child in three is an internet user, and that one in three internet users is a child under 18 years of age". Unicef

· "More than one in eight children are considered neurodiverse, according to a recent report by the World Health Organization (WHO, 2021; Brown, 2021; Krzeminska, 2019 )." [kids included report](#)

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Dear Shawn / all,

Thanks so much for thinking of our group on this topic.

Suzanne and I just had our chair meeting and we planned to discuss this at our [next meeting](#) (Oct 13th)

Will it be okay with your schedule if we plan to introduce the questions to the group on the 13th, and then finalize our feedback at the following meeting on the 27th?

On github, I noticed the issue of mentioning protection, so wanted to send some notes/links in advance that might be helpful:

- Legislations related to privacy and age appropriateness are pretty different in many countries.
- So it might be useful to refer to international design standards?
  https://standards.ieee.org/news/2021/ieee-2089/
- Here is the direct link for consultation : https://app.box.com/s/regblshniri7v7e3ehr8fnz5nnwxdp4d
- The standard has a paragraph on accessibility.

Thanks again for thinking of The Accessibility for Children Community Group!

Have a very nice end of week,
Maud and Suzanne

------ Message d'origine ------
De "Shawn Henry" <shawn@w3.org>
À internal-accessibility4children@w3.org
Cc "Shadi Abou-Zahra" <sabouzah@amazon.at>; "EOWG Chairs (group)" <group-eo-chairs@w3.org>;
"Kevin White" <kevin.white@gov.scot>
Date 04/10/2022 21:24:28
Objet WAI user story (persona) of child with ADHD

Hi Suzanne and Maud,

We are updating our resource "How People with Disabilities Use the Web". It includes user stories, such as this in-progress draft of a child with ADHD:
https://deploy-preview-113--wai-people-use-web.netlify.app/people-use-web/user-stories-eight/

We are also developing videos to go along with the user stories. Here is the in-progress draft script for the video for "Preety":
https://wai-people-use-web-videos.netlify.app/people-use-web/videos/stories/preety/

Here is a GitHub issue that we're thinking the Accessibility for Children CG might want to comment on:
https://github.com/w3c/wai-people-use-web-videos/issues/176

Let us know if you have any questions.

Thanks,
~Shawn
<http://www.w3.org/People/Shawn/>

# Our Feedback Regarding Preety (Highest priority)

Our feedback was requested regarding Preety, most likely because of the github discussion.

## Links

- [Preety - Draft Story](#)
- [Preety - Draft Script](#)
- [Preety Github Issue/Discussion](#)

## Online Safety

- We think covering online safety with dyslexia could create confusion between needs based on being a child and needs based on dyslexia/ADHD, perhaps creating or perpetuating misconceptions about dyslexia in particular. Instead, we would suggest creating a section of the site similar to https://www.w3.org/WAI/older-users/ for younger user, covering this important topic there, and then linking to that resource from any younger personas.
- A child does not only have a problem with assessing safety, but they also might not yet completely comprehend the concept.
- Protection might also be brought up for older users.

## Solutions to the Misconception that Adults don't have Dyslexia/ADHD

- We suggest having 2 actors in the video where one of the actors is an adult discussing issues and solutions with Preety.
- We suggest that an existing adult persona could also have  reading disability
- We suggest that a new persona could be added who has Dyslexia as well as perhaps a metal health issue that is not yet covered in the personas

## Videos of children :

By David Boulton:
59 video clips of kids (K-12) speaking about their experience of reading related difficulties.
3 folders:
- What's At Stake,
- Causes and Factors
- Shame)

Link:
https://drive.google.com/drive/folders/1JS8B7Q6Xb1zu7kjlHfEpwOKdLQYOqxGv?usp=sharing
Free to be used in any non-profit way. I hope this helps the videography team realize how important it is to take the time for the kids to feel comfortable in being vulnerable and honest about what it feels like to not be able to learn in an environment supposedly designed to support their learning: the confusion and the shame.

https://drive.google.com/drive/folders/1JS8B7Q6Xb1zu7kjlHfEpwOKdLQYOqxGv?usp=sharing

## Suggestions for "About Preety" Section

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## Suggestions to adapt the script (for actionable feedback)

| Audio | Visuals | Comments a11y4Kids |
|---|---|---|
| Hello! I'm Preety. I have dyslexia and attention deficit hyperactivity disorder – ADHD. | We see Preety speaking directly to us viewers [documentary style into the camera]. We briefly see a total of Preety with no visible disability. | Audio (refer to needs instead of diagnosis which might take time especially in low resource environments):<br><br>I need some help to get adapted reading strategies and tools to help focus and stay motivated on tasks |
| Apparently, many people have some form of dyslexia. I had big problems when I started with school because I couldn't read or write as quickly as others in my class. I thought it was me but then a doctor diagnosed dyslexia – sometimes letters or entire words appear differently to me, and it takes me longer to process them. | [New scene.] We see Preety (maybe at home or in a classroom, depending on filming logistics) having difficulty reading printed words (e.g. typical reading exercises for first graders). Possibly we also see some of her writing, for example with individual letters written backwards (depending on filming logistics). | Ap**p**arently |

| | | |
|---|---|---|
| **Digital books** are so much better for me. On the computer, on a tablet, or – my favorite – on my new e-reader. I can change the font type, text size, and line spacing, which makes it easier for me to read. I also use the read-aloud function because I read better when I can see and hear the text at the same time. It also highlights the words being read aloud and has a reading ruler, so that I can follow along. | [New scene.] We see Preety using an e-reader too read a digital book. We see her changing the text properties (e.g. font type, text size, and line spacing) and follow along the text being read aloud and being highlighted on the screen at the same time (maybe Preety has earphones/headphone, depending on filming logistics. [We do not hear the actual reading but the camera might focus on the earphones, headphones, or loud speaker to indicate the audio.] | Child friendly version with age appropriate tools and digital books |

| | | |
|---|---|---|
| Our school uses digital books and online homework and such, which is much easier for me than printed books. But not all books are accessible, which is really frustrating. Some cannot be read aloud. Or, the reading jumps around in confusing ways because the book is badly coded. Or, I can't change the fonts and spacing. Also, sometimes teachers forget and put scanned text in the homework – I can't change these or have them read aloud! | [New scene.] We see Preety reading a document (e.g. school material put together by a teacher) on a computer. We see the text properties change, similarly to how it changed in the previous scene, only that some text remains unchanged (e.g. images of text). We see also similar highlighting as we did in the previous scene, only that the highlighting is now jumping around in unusual order (e.g. between floating charts/images/objects and their labels) or completely disappearing in between. | Delete : because the book is badly coded (probably not what a 13 year old would say and children might have more questions on what this means) add references for good practices in design and coding.<br><br>Add an adult voice: support teacher or adult with dyslexia: for children with reading difficulties, we need text which can be resized, easy to copy paste two clicks, and as Pretty mentions, no embedded text in a picture, this also helps people with other specific needs or even children who get tired easily or have been through a difficult period emotionally. |

A bigger problem is when I have to do **online research**. I land on all these websites with text that is so difficult to follow – it's so much text without any spaces and sections! Or, all these **advertisements** and things popping up and moving around the screen. I use several pop-up blockers and reading tools but they don't work on some websites. When I find an article I want to read, I switch to reading mode in my browser, which usually removes all the stuff around the page – like the ads – and let's me focus on the text. But sometimes the ads still appear, or the text is too difficult for me to read.

[New scene.] We see Preety using the same computer as in the previous scene, only one using a web browser instead of reading a document. We see Preety search for some phrase (e.g. "effects of climate change"), and start to read an article. The article looks very dense with a crowded navigation, sidebar, and header. It's a wall of text with little spacing and headings that are difficult to distinguish. We see Preety turn on reading mode, which removes the navigation, sidebar, and header, making the page look a little less cluttered. We also see her adjust other settings, which change the text properties (e.g. font type, text size, and line spacing). Just as she gets comfortable and starts reading, a pop-up/dialog appears with an annoying ad (e.g. "free 30-day subscription"). Preety looks frustrated as she clicks away this ad.

Add after sentence 1:

And I keep getting more online research assignments every year.

Research reference:

Online search is a very important activity for teens in education:

"2 in 5 children use the internet for information seeking at least once a week (such as learning something new, looking for news, health information, etc.);" "Data from the US (Rideout & Robb, 2019) equally show that around 3 in 10 tweens and nearly 6 in 10 teens use digital media daily for homework" "almost half of tweens and teens use some form of digital gaming daily" [Predictors of children's and young people's digital engagement in informational, communication, and entertainment activities: findings from ten European countries](#)

| | | |
|---|---|---|
| All this has one thing in common: your design can include or exclude people. | [New scene.] We see Preety speaking directly to us, as in the first scene [documentary style into the camera, in the same style and continuing the first scene]. | I am also asking for useful tools to write my own texts or diary, assessments. This year I learned about effective notetaking and I need to look for new tools to fulfill my new tasks |

## Our Feedback Regarding Noor

In our meeting on October 13th, 2022, the group decided to also comment on Noor

### Links

- [Noor - Draft Story](#)
- [Noor - Draft Script](#)

## What if we had been asked, instead, to suggest a persona?

In our meeting on October 13th, 2022, Bob Dolan proposed this question, and the group pondered a younger personna, where intersectionalities with child development could be highlighted.

## What is the Intended Audience and Does it include Children?

Should the resource be child-friendly? Is mentioning this "too much" at this stage? Perhaps we should make our resources child-friendly first!

## Feedback on children in general (to be mentioned once in specific feedback for example Preety story)

### Statistics mentioned in our [white paper](#) |document in progress| to highlight the need for child representation in online accessibility

· "At the global level, it has been estimated that already one child in three is an internet use, and that one in three internet users is a child under 18 years of age". Unicef

· "More than one in eight children are considered neurodiverse, according to a recent report by the World Health Organization (WHO, 2021; Brown, 2021; Krzeminska, 2019 )." kids included report

# International Standards

Child -appropriate design

https://standards.ieee.org/news/2021/ieee-2089/

- Here is the direct link for consultation : https://app.box.com/s/regblshniri7v7e3ehr8fnz5nnwxdp4d
- The standard has a paragraph on accessibility.

International Standards Classification of Education (as mentioned in our White Paper, we recommend reference to international references for education levels)

Unesco isced Standards 2011